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ABSTRACT

The California Postsecondary Education Commission (CPEC) has reviewed the status of the State of California as a member of the Western Interstate Commission for Higher Education (WICHE) and recommended California's continued membership in the WICHE compact. Specifically, the CPEC proposed that: (1) California remain a full member of WICHE and continue dialogue with WICHE leaders and staff to assure that current efforts to redefine how California participates in WICHE continue; and (2) that California review its membership and participation in WICHE at least every 5 years. Specific concerns included student access and ways to incorporate excess capacity in other states as part of a long-term strategy to preserve maximum access to higher education for Californians. Relative to this, the CPEC identified as a primary interest devising methods for obtaining reliable data on the actual number of Californians who elect to attend postsecondary institutions out of state and particularly in WICHE member states. The CPEC also identified a substantial research agenda that includes better coordination between the WICHE and California research efforts and that examines future workplace education needs, refining the methodology for calculating education costs, and conducting validation studies on the relationship between selective admission requirements and subsequent student achievement in college. (JLS)

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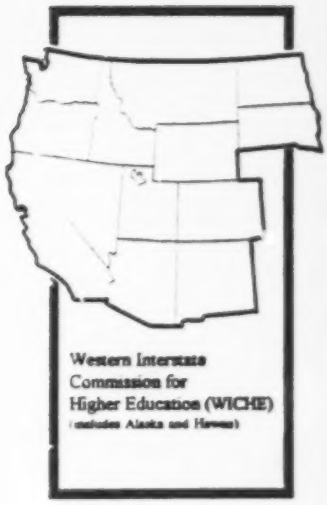

THE WICHE COMPACT

AN ASSESSMENT OF CALIFORNIA'S CONTINUED MEMBERSHIP IN THE WESTERN INTERSTATE COMMISSION FOR HIGHER EDUCATION

CALIFORNIA POSTSECONDARY EDUCATION COMMISSION

U.S. DEPARTMENT OF EDUCATION
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FEBRUARY 1995 COMMISSION REPORT 95-2

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Summary

This past April, the Commission issued its report, *A Western Compact*, wherein it recommended that the State of California terminate its membership in the Western Interstate Commission for Higher Education (WICHE) unless California's three Commissioners to WICHE agreed by January 1, 1995, that substantial progress has been made in redefining California's participation in the interstate compact.

This report indicates that California's Commissioners have agreed that enough progress has been made so that the California Postsecondary Education Commission should recommend California's continued membership in the compact. As a consequence, in this report the Commission makes the following proposals:

Recommendation 1: Continued membership in WICHE

California should remain a full member of the Western Interstate Commission for Higher Education and continue dialogue with WICHE leaders and staff to assure that current efforts to redefine how California participates in WICHE continue.

Recommendation 2: Periodically reassess membership

Because of the value derived from periodically assessing the costs and benefits from existing collaborative relationships, California should review its membership and participation in WICHE at least every five years.

The Commission adopted this report on February 6, 1995, on recommendation of its Educational Policy and Programs Committee. Additional copies of the report may be obtained from the Commission at Suite 500, 1303 J Street, Sacramento, California 95814-2938; telephone (916) 445-7933.

THE WICHE COMPACT

An Assessment of California's Continued Membership in the Western Interstate Commission for Higher Education

CALIFORNIA POSTSECONDARY EDUCATION COMMISSION
1303 J Street • Suite 500 • Sacramento, California 95814-2938

CALIFORNIA POSTSECONDARY EDUCATION COMMISSION

COMMISSION REPORT 95-2
PUBLISHED FEBRUARY 1995

Contributing Staff: Charles A. Ratliff

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THE WICHE COMPACT

An Assessment of California's Continued Membership in the Western Interstate Commission for Higher Education

Background

At its April 18,1994, meeting, the California Postsecondary Education Commission discussed and adopted a report, *A Western Compact*, that discussed the benefits derived by California from its membership in the Western Interstate Commission for Higher Education (WICHE) -- an interstate agency of the 13 western states, headquartered in Boulder, Colorado. The Commission prepared the report in response to 1993-94 Budget Act language that directed it to conduct a study on the value of California's continued membership in WICHE and report back to the Legislature by January 1994. Specifically, that language states:

> Due to the state's budget crisis, and due to the lack of participation by California residents in student exchange programs, there is a need for a comprehensive assessment of the merits of California's continued participation in the Western Interstate Commission for Higher Education (WICHE). The California Postsecondary Education Commission shall assess the merits of California's continued membership in WICHE. This assessment shall be conducted in consultation with representatives of the Legislative Analyst's office, the Department of Finance, the University of California, the California State University, the California Community Colleges, and the Association of Independent California Colleges and Universities, as well as the appropriate student associations of these colleges and universities. The commission shall document both the benefits and the costs to the state and its citizens resulting from this membership. The commission shall submit its report to the appropriate legislative policy and fiscal committees and to the Governor prior to January 1, 1994.

In its report, the Commission discussed the context within which California's continued membership in WICHE was being assessed, and it identified four potential future relationships that could be selected. These options included:

1. *Maintain current status of membership*: This option assumes continuation of full membership in WICHE and no substantial change in the level or type of the State's involvement in WICHE programs and services.

2. *Seek affiliate status*: This option assumes no substantial change in the level or type of involvement California has in WICHE programs and services, but it seeks a lesser category of membership while stopping short of terminating California's membership.

3. *Seek to restructure relationship with and involvement in WICHE*: This option assumes that California actively collaborates with WICHE leadership to redefine how WICHE can be of greater benefit to the State in accommodating student demand for access, better monitoring of student enrollment behavior, and influencing WICHE's policy research agenda to complement California's.

4. *Terminate membership in WICHE*: This option assumes that California's legislative and higher education leaders determine that either they are unwilling to redefine relationships with WICHE at this time or that WICHE is unable or unwilling to adapt to the needs of California. It further assumes that the State's annual investment in WICHE membership dues does not produce unique benefits that cannot be satisfactorily obtained through other venues or that revenues are simply not available for that purpose.

The report concluded with the following recommendation:

> **The Commission recommends that California's three WICHE Commissioners seek to engage WICHE leaders in a dialog aimed at redefining how California participates in WICHE. California's three WICHE Commissioners should submit to the Commission for staff evaluation and comment a report on the progress of this dialogue by October 31, 1994, and staff shall complete its analysis for Commission review at its December 1994 meeting. If staff analysis and Commission review concludes that substantial progress has been made in redefining how California participates in WICHE, California should reaffirm its commitment to maintaining full membership in WICHE. In the absence of such progress, California's legislature should enact appropriate legislation to terminate its membership in WICHE.**

Progress in initiating dialogue on California's participation in WICHE

California's three WICHE Commissioners -- Judith Chambers, Warren H. Fox, and Diane Vines -- took part in a conference call with WICHE's leadership on May 12, 1994, to begin dialogue on how California might restructure its involvement in WICHE. The leaders representing WICHE in the dialogue included Richard Kosaki, WICHE chairperson; Audrey Alvarado, WICHE vice chairperson; and Richard Jonsen, WICHE executive director.

From this initial conference call, and subsequent conversations between WICHE leaders and California's WICHE Commissioners, progress was made in clarifying the needs and priorities of higher education in California from the perspective of state representatives. In addition, a commitment was obtained from the WICHE leaders that they would engage WICHE staff in collaborating with CPEC staff to identify new ways in which WICHE can be responsive to California's needs. Further areas in which agreement was reached included:

- California's three WICHE Commissioners would schedule a meeting in August to discuss areas in which it would be most beneficial -- for both California and WICHE -- to restructure relationships.

- WICHE staff would submit a briefing paper summarizing its understanding of topics California considers to be high priority, WICHE activities that are, or might be, responsive to those topics, and specific steps that could be taken to permit CPEC staff to complete its followup report. The briefing would be sent prior to the scheduled meeting of the California WICHE Commissioners.
- This assessment of California's involvement and membership in WICHE could, and should, be used as a model for assessing the priorities of all member states in the compact.

Dialogue between WICHE leaders and California representatives has not been limited to just California's WICHE Commissioners. Encouraged by Commissioner Diane Vines, WICHE staff have had extensive conversations with representatives from the Chancellor's Office of the California State University this fall to explore areas in which the State University might be more directly involved in some WICHE activities. A key area of interest was WICHE activities in telecommunications and how they might complement the State University's activities in the same area. This was by no means the only topic of conversation. Reflecting the very diverse academic and institutional interests of the State University, other topics of conversation included: (1) policy research in student migration and workforce needs areas, (2) international education, particularly with Mexico, (3) student exchange programs that might include the community colleges in a 2+2 type arrangement, (4) faculty exchange programs, (5) joint doctoral program possibilities, and (5) current policy analysis on higher education issues in other states.

Finally, California's three WICHE Commissioners have forwarded a memorandum to all members of the Western Interstate Commission for Higher Education summarizing California's primary interests as they relate to the State's continuing membership in WICHE. A copy of that memorandum was received by the Commission and included in its analysis in the following section.

Analysis of progress in restructuring California's involvement with WICHE

In its April 1994 report, the Commission summarized three potential areas for focusing efforts to restructure California's participation in WICHE: (1) student access, (2) information management, and (3) more sharply focused research. These areas are consistent with the three primary state interests summarized by California's WICHE Commissioners in their November 14, 1994, memorandum to WICHE members and leaders. (A copy of this memorandum and accompanying letter to the Postsecondary Education Commission staff is included as an appendix to this report.)

The following analysis has been organized around these three topical areas to provide a basis for assessing the extent to which the many conversations and exchanges of correspondence have provided sufficient evidence of progress in redefining how California participates in WICHE.

Student access

Both the Commission and California's three WICHE Commissioners identified student access as one of the most pressing challenges facing the state over the next decade. In fact, the Commission is even now considering how to incorporate excess capacity in other states as part of a long-term strategy to preserve maximum access to higher education for Californians who have prepared themselves to benefit from instruction and training beyond high school.

Dewayne Matthews, WICHE coordinator of state services, has been the primary liaison with the Commission to explore this area. The Commission has received information on how the various member states who actively participate in student exchange programs determine capacity, identify participants from their own states, and manage the overall enterprise. Additionally, information on how states have accommodated costs associated with the program and various state limitations on participation has also been shared.

In reviewing all available data on student exchange programs, one immutable fact remains that inhibits much progress in this area: California's educational and political leaders have not yet reached a point where they accept the need to incorporate the unused capacity of postsecondary institutions in other states as part of the State's strategy to provide Californians access to postsecondary educational opportunities.

Information management

The Commission identified the primary interest in this area to be devising methods for obtaining reliable data on the actual number of Californians who are electing to attend postsecondary education institutions in states other than California, particularly within western states that are WICHE member states. California's three WICHE Commissioners expanded the scope of interest in this area to include consideration of telecommunications and technology.

In response to the Commission's initial concern, WICHE staff have collaborated with Commission staff and representatives of the National Center for Educational Statistics (NCES) to identify a methodology for extracting enrollment data from all institutions reporting through the Integrated Postsecondary Education System (IPEDS) in a more timely manner. WICHE staff have encouraged use of a "Student Migration" study that they have contracted to conduct as a pilot test of the NCES data extraction methodology. The Commission staff has accepted this invitation. It offers the potential of operationally assessing whether NCES can be relied upon for timely information that provide the Commission with more comprehensive information than is currently available on the actual college-going behavior of California high school graduates. It also may provide useful information on the general migratory patterns of California students enrolled in postsecondary education institutions as student charges fluctuate.

A number of activities have transpired that are directly related to the expanded interests of California's WICHE Commissioners. These activities are summarized below:

- Both the California State University and the University of California have joined eight other states in entering into a joint purchase agreement for telecommunications equipment, brokered by the WICHE's Western Cooperative for Educational Telecommunications.
- WICHE and the California State University have initiated conversations that will hopefully lead to strengthened cooperation and collaboration on such topics as (1) policies to guide faculty compensation and allocation of costs/revenues from cooperatively developed telecourses, (2) bilingual education training via telecommunications, perhaps with institutions in Mexico, (3) incorporation of telecommunications in the Monterey Bay campus of the State University, and (4) telecommunications policies and problems identified in other states.
- WICHE invited Commission staff to join a conversation scheduled for December 1, 1994, that focused on the curricular implications of courses transmitted across state boundaries through the use of telecommunications.

The Commission observes that significant progress is being achieved in this area. The expanded scope introduced by California's WICHE Commissioners has also expanded the potential benefits that California and its postsecondary education institutions can receive from continued progress in this area. The Commission, California's educational leaders, and its political leaders have all acknowledged the importance of technology in adopting both short- and long-range strategies to meet the challenge of providing opportunities for access to high quality postsecondary education to Californians in the face of burgeoning growth. Additionally, continued progress in this area provides reason for optimism that the Commission may be able to better document college attendance behavior of California citizens.

More sharply focused research

The Commission noted that it undertakes a substantial research agenda annually and has found much of WICHE's prior policy and research documents to be duplicative of earlier Commission studies. It further noted that budget reductions have substantially reduced Commission staffing to carry out needed policy research and urged that California take a more active role in defining the research agenda of WICHE such that it complements -- rather than replicates -- the Commission's efforts. It offered the following examples of ways in which WICHE could make substantial contributions to California: (1) refining the methodology for calculating the differential cost of providing instruction at the upper division, graduate and professional levels; (2) developing a methodology for estimating work force needs of a state; and (3) conducting validation studies on the relationship between selective admission requirements and subsequent student achievement in college. California's WICHE Commissioners reinforced the interest in financing issues and

added an interest in (4) research that would contribute to public understanding of student migration to postsecondary education institutions in the western states.

Judy Gill, research coordinator for WICHE, has served as the principal liaison with the Commission to facilitate conversation in this area. Although clearly interested and committed to identifying research topics in which WICHE could engage that would complement California's interests, Ms. Gill was quite clear in stating her research staffing limitations and current time commitments. Within this context, agreement was reached to focus efforts during this next year in two areas: (1) the implementation of the student migration study of college student enrollment in the western states -- discussed earlier -- and possible expansion of the scope of the study to include all 50 states, and (2) developing a methodology for estimating workforce needs within states.

Already, Commission staff have been incorporated in the planning for the first of these studies and have been invited to be active participants in its implementation. The second area of research is one that is expected to be of interest to all WICHE member states. A commitment to develop a prospectus outlining how such a research effort might be undertaken was given, with an expected product to be delivered during Spring 1995. Charles Ratliff, deputy director of the Commission, and Ms. Gill have had several conversations to clarify the intent and focus of such a study. California's renewed interest in the relationship between workforce needs of the State and the competencies and skills developed by students enrolled in and graduating from postsecondary education institutions makes this a topic worthy of sustained attention.

The Commission's analysis of the dialogue and activities that have been directed toward redefining the research agenda of WICHE so that it is more complementary to California's efforts is positive. WICHE staff have been more receptive to suggestions from Commission staff and California's WICHE Commissioners about where WICHE research efforts should be focused than has heretofore been perceived to be the case by California's WICHE Commissioners. Moreover, WICHE staff have been quite helpful in refining the focus of the Commission in the area of workforce needs. Nonetheless, the Commission notes the recent departure of Ms. Gill from the WICHE research staff as a major concern with respect to the capacity of WICHE to follow through with current commitments.

Other activities

In addition to the activities and dialogue described above, the Commission has received notification that two California students from the University of California, Irvine, have been selected for involvement in the initial implementation year of the Minority Doctoral Scholars Program sponsored by WICHE. This program supplements existing state efforts to assist students from backgrounds historically underrepresented in faculty teaching and research to complete doctoral programs of study.

WICHE leaders have also solicited advice from all member states about topics and issues they believe should guide the priorities of WICHE for 1996 and beyond. Specifically, each member state was asked to provide responses to the following questions:

1. What are your state's current higher education priorities?
2. What benefits does your state get from WICHE?
3. How can we strengthen the relationship between WICHE and the states?
4. How can we structure or organize ourselves (both in Boulder and when we meet semiannually) to more effectively meet your needs as Commissioners, and the needs of the states?

The results from this membership survey were scheduled to be discussed at the WICHE meeting scheduled for December 2-3, 1994, in Tucson, Arizona.

Conclusions and recommendations

Commission review of the correspondence and information received from WICHE leaders and staff, as well as California's WICHE Commissioners, supports the conclusion that the relationship between California and WICHE has noticeably improved since April, although considerable room for further improvement remains.

California's WICHE Commissioners have had frank conversations among themselves and with WICHE leaders regarding perceived responsiveness of WICHE leaders to the needs of California and its higher education institutions. These conversations have led California's WICHE Commissioners to recommend that California continue its participation in WICHE.

The Commission therefore makes the following recommendations:

Recommendation 1: Continued membership in WICHE

California should remain a full member of the Western Interstate Commission for Higher Education and continue dialogue with WICHE leaders and staff to assure that current efforts to redefine how California participates in WICHE continue.

Recommendation 2: Periodically reassess membership

Because of the value derived from periodically assessing the costs and benefits from existing collaborative relationships, California should review its membership and participation in WICHE at least every five years.

APPENDIX Correspondence from California's WICHE Commissioners

UNIVERSITY OF THE PACIFIC

Division of Student Life
Judith M. Chambers, Vice President

November 15, 1994

Charles A. Ratliff, Deputy Director
California Postsecondary Education Commission
1303 J Street, Suite 500
Sacramento, California 95814

Dear Charles:

At its April 18, 1994, meeting, the Postsecondary Education Commission requested California's three WICHE Commissioners to initiate a dialogue with WICHE leaders to redefine how California participates in WICHE and provide a summary of our progress and recommendations to Commission staff by October 31, 1994. Workload and scheduling problems have prevented us from meeting this timetable. However, we have met and have had frank conversations with WICHE leaders. We have enclosed copies of our correspondence to WICHE summarizing our priorities and advice for your review and comment.

On the basis of our discussions, we are prepared to recommend that California continue its membership in WICHE. We believe that recent changes in the nature and quality of interaction between WICHE staff, Commission staff, State University and University personnel, and us reflect an improved sensitivity to California's needs and its perceptions of previous WICHE responsiveness to the State.

Should you have any questions, please feel free to contact me or Warren.

Sincerely,

Judith M. Chambers	Warren H. Fox	Diane Vines
WICHE Commissioner	WICHE Commissioner	WICHE Commissioner

Enclosure:

APPENDIX Correspondence from California's WICHE Commissioners

UNIVERSITY OF THE PACIFIC
Division of Student Life
Judith M. Chambers, Vice President

November 14, 1994

Memorandum

To: Dick Jonsen, Executive Director
WICHE

From: Judith M. Chambers, Warren H. Fox, and Diane Vines

Re: Activities Related To State Priorities and Formulating WICHE's Agenda

We are in receipt of your September 21, 1994 memorandum in which you request Commissioners from each member state to prepare written state summaries to four questions you posed. As you know, we have been meeting to discuss how best to improve California's working relationship with WICHE and the perceived benefits to the state from continued membership. These discussions have been in response to a legislative directive given to CPEC to prepare a report on whether California should continue its membership in WICHE. We have chosen to separate our responses to CPEC's charge and our response to your September 21, 1994 memorandum.

In addition to our normally heavy workload, one of us has recently changed jobs and another is recuperating from surgery. As a consequence, our response to your memorandum is not as timely as we would have liked. Nonetheless, our responses to the four questions are provided below:

Question: What are your state's current higher education priorities?

Response: The current higher education priorities in California include (1) access for large numbers of students projected to be fully eligible and desirous of pursuing education beyond high school, (2) identifying alternatives means for adequately funding the higher education enterprise, including a formal linkage between California's pricing policies and its financial aid policies, (3) identifying strategies for promoting greater public accountability for student learning outcomes, and (4) encouraging greater collaboration between and among postsecondary institutions, both public and independent.

Embedded in these priorities are a number of key policy issues which we are discussing. These include, for instance, reducing time-to-degree options, increased use of educational technology, capital construction and maintenance needs, improved monitoring of actual student progression through postsecondary education institutions (both in California and in other states), investing in student enrollment in other states, student transition from school to work, student fees and public financing differentiated by level, etc.

Question: What benefits does your state get from WICHE?

Response: The primary benefits California receives from WICHE were summarized in the April 1994 CPEC report (Commission Report 94-3). As noted in that report, however, the real benefits to the state have been minimized by two major factors: (1) California's historically low need to fully take advantage of ongoing programs and services provided by WICHE and (2) California's need to confront major policy issues (large enrollment increases, large student fee increases attributable to the recessionary impact, major demographic changes in the state population, student migration to other states, etc.) in advance of WICHE (and the balance of its member states), rendering much of WICHE's research reports anti-climactic to California. Admittedly, CPEC's report failed to account for the enriched teaching-learning environment generated by the diversity of geographic experiences WICHE exchange students bring to California host campuses.

Question: How can we strengthen the relationship between WICHE and the states?

Response: Fundamental to strengthening the operations of WICHE is to encourage the Commissioners to more directly engage themselves in the development of several benchmark goals that are common to the region. In our opinion, a weakness of WICHE, as it currently operates, is that Commissioners have not established their stamp on the priorities of the organization. Rather, Commissioners are asked to review and ratify existing programs and services to which staff are now committed. California has had a serious discussion about the cost effectiveness of its annual contribution to the Compact twice within the last fifteen years. We believe that part of the uncertainty of California's benefit from the Compact is the lack of engagement of our Commissioners in the goal setting processes of the organization. Support for an organization comes from ownership. We are convinced that additional steps aimed at building ownership by the member states will ultimately make the Compact more effective. We are impressed, for example, with the success of the Southern Regional Education Board

(SREB) in developing common understanding of issues and structural linkages with its member states.

Question: **How can we structure or organize ourselves to more effectively meet your needs at Commissioners, and the needs of the states?**

Response: Any efforts to alter the structure of WICHE should begin by engaging Commissioners in some goal-setting exercises. As we have thought about it, a WICHE meeting might be devoted to serious and focused discussions about future projects in the Compact. The meeting would include Commissioners and WICHE staff but might also involve representatives from each of the member states' political and educational bodies. The end product of such a meeting might be a paper that would lay out a series of plans and proposals for the next three to five years and which would be discussed by the higher education coordinating and policy bodies in each state. Final adoption of the plan for action would come after each state has had the opportunity to spend some time discussing the proposed priorities. This two-state process of adoption would have at least two clear benefits. First, it would engage WICHE Commissioners in both the mission of the organization and in the affirmation that they represent each of their states. Second, it would engage each of the states in thinking about beneficial ways to cooperate and collaborate with each other. We believe the process would cause each of us to think more carefully about the relationships that originally fostered the creation of the Compact.

We hope that this response is received in the spirit in which it is delivered and proves helpful in your attempts to find ways to be more responsive to member states' needs. We believe that the need for, and potential value of collaboration between states and educational institutions is as great today as it has ever been.

UNIVERSITY OF THE PACIFIC
Division of Student Life

Judith M. Chambers, Vice President

November 14, 1994

Memorandum

To: Members of the Western Interstate Commission on Higher Education

From: Judith Chambers, Warren Fox, and Diane Vines

Re: The California Perspective on WICHE Priorities

Over the last several years the California WICHE Commissioners, in cooperation with the higher education institutions in the state, have discussed ways to increase the utility of WICHE activities to the state and its residents. Fundamental to our discussions, and we hope to the deliberations at the coming meetings, is the premise that in times of scarce resources all activities should be carefully reviewed. We believe that the best way for WICHE to accomplish that kind of review is to engage all of our colleagues in a concentrated effort at strategic planning for the Commission that will allow us, as Commissioners, to set some long range goals. This review should involve much more than a restatement of current operating programs or trying to fit existing programs into current problems. Our primary interests lie in three broad areas. They include:

Enhanced Student Exchange Activities - The Western States, with varying degrees of intensity, will be faced with significant growth in the coming decade. We need, as a region, to think about ways to make the student exchange programs, especially the undergraduate exchange program (WUE), more dynamic. That would include the possibility that California would begin to add some students to that mix of exchanges. We realize that California participation would alter the undergraduate program significantly so we need to think whether it would grow in a fairly dynamic fashion. As a part of this review, we should examine what barriers, if any, stand in the way of greater participation by students from groups that have been historically under-represented in higher education. Is this a possible tradeoff between the availability of capacity in the graduate area and the undergraduate among the states in the region?

Research and Data Sharing - The research agenda for the Commission should include the development of data that can help us understand more about access to higher education. We need to understand more about student migration within the Western states. What do we know about the student who chooses to move between Western states? How do the Western patterns of migration differ from regions where the geographic areas are more compact? In addition, WICHE should focus some additional capability on financing issues. How do the differential fee rates among states affect college migration patterns? What kinds of in-state and multi-state student aid programs would encourage additional college attendance? What types of fee and financial aid policies will encourage historically under-represented students to attend college?

Telecommunications and Technology - The Commission should continue to focus on ways to enhance the use of telecommunications and new technologies for the Western States. The states in the compact have a significant portion of the total landmass of the country and so could particularly benefit from developments in these areas. Are there effective ways for us to cooperate? What barriers exist for the sharing of both technology and infrastructure? What possibilities exist for the Western higher education institutions to cooperate in the purchase and utilization of technology and telecommunications activities, including but not limited to long line phone and data services and satellite and microwave transmissions? What types of financing/fee structures should we use to develop our technological infrastructure?

CALIFORNIA POSTSECONDARY EDUCATION COMMISSION

THE California Postsecondary Education Commission is a citizen board established in 1974 by the Legislature and Governor to coordinate the efforts of California's colleges and universities and to provide independent, non-partisan policy analysis and recommendations to the Governor and Legislature.

Members of the Commission

The Commission consists of 17 members. Nine represent the general public, with three each appointed for six-year terms by the Governor, the Senate Rules Committee, and the Speaker of the Assembly. Six others represent the major segments of postsecondary education in California. Two student members are appointed by the Governor.

As of February 1995, the Commissioners representing the general public are:

Henry Der, San Francisco; *Chair*
C. Thomas Dean, Long Beach
Elaine Alquist, Santa Clara
Mim Andelson, Los Angeles
Jeffrey I. Marston, San Diego
Guillermo Rodriguez, Jr., San Francisco; *Vice Chair*
Melinda G. Wilson, Torrance
Linda J. Wong, Los Angeles
Ellen F. Wright, Saratoga

Representatives of the segments are:

Roy T. Brophy, Fair Oaks; appointed by the Regents of the University of California;

Yvonne W. Larsen, San Diego; appointed by the California State Board of Education;

Alice Petrossian, Glendale; appointed by the Board of Governors of the California Community Colleges;

Ted J. Saenger, San Francisco; appointed by the Trustees of the California State University; and

Kyhl Smeby, Pasadena; appointed by the Governor to represent California's independent colleges and universities; and

vacant, representing the Council for Private Postsecondary and Vocational Education.

The two student representatives are:

Stephen Lesher, Meadow Vista
Beverly A. Sandeen, Costa Mesa

Functions of the Commission

The Commission is charged by the Legislature and Governor to "assure the effective utilization of public postsecondary education resources, thereby eliminating waste and unnecessary duplication, and to promote diversity, innovation, and responsiveness to student and societal needs."

To this end, the Commission conducts independent reviews of matters affecting the 2,600 institutions of postsecondary education in California, including community colleges, four-year colleges, universities, and professional and occupational schools.

As an advisory body to the Legislature and Governor, the Commission does not govern or administer any institutions, nor does it approve, authorize, or accredit any of them. Instead, it performs its specific duties of planning, evaluation, and coordination by cooperating with other State agencies and non-governmental groups that perform those other governing, administrative, and assessment functions.

Operation of the Commission

The Commission holds regular meetings throughout the year at which it debates and takes action on staff studies and takes positions on proposed legislation affecting education beyond the high school in California. By law, its meetings are open to the public. Requests to speak at a meeting may be made by writing the Commission in advance or by submitting a request before the start of the meeting.

The Commission's day-to-day work is carried out by its staff in Sacramento, under the guidance of its executive director, Warren Halsey Fox, Ph.D., who is appointed by the Commission.

Further information about the Commission and its publications may be obtained from the Commission offices at 1303 J Street, Suite 500, Sacramento, California 98514-2938; telephone (916) 445-7933 or Calnet 485-7933; FAX (916) 327-4417.

THE WICHE COMPACT: An Assessment of California's Continued Membership in the Western Interstate Commission for Higher Education

Commission Report 95-2

ONE of a series of reports published by the California Postsecondary Education Commission as part of its planning and coordinating responsibilities. Single copies may be obtained without charge from the Commission at 1303 J Street, Suite 500, Sacramento, California 95814-2938. Recent reports include:

94-8 *Breaking Camp -- Building a Campus: The Commission's Analysis of the Proposal to Create California State University, Monterey Bay, at Fort Ord* (June 1994)

94-9 *Professional Degree Program Fees: A Report of the California Postsecondary Education Commission* (June 1994)

94-10 *California's Associate Degree Programs for Preparing Licensed Teacher Assistants: A Report to the Legislature in Response to Senate Bill 156 (Chapter 1345, Statutes of 1989)* (June 1994)

94-11 *The Role of the Commission in Achieving Educational Equity: A Declaration of Policy* [Original version published in December 1988 as Commission Report 88-42] (June 1994)

94-12 *Appropriations in the 1994-95 State Budget for Postsecondary Education: A Staff Report to the California Postsecondary Education Commission* (August 1994)

94-13 *Faculty Salaries in California's Community Colleges, 1993-94: A Report to the Legislature and Governor in Response to Supplemental Language for the 1979 Budget Act* (August 1994)

94-14 *Executive Compensation in California Public Higher Education, 1993-94: The Second in a Series of Annual Reports to the Governor and Legislature in Response to the 1992 Budget Act* (August 1994)

94-15 *Comments at Public Forums Regarding the Commission's State Postsecondary Review Entity (SPRE) Program and Its Draft Standards, with Staff Responses: A Staff Report to the Commission's Ad Hoc Committee on Federal Programs* (October 1994)

94-16 *State Postsecondary Review Entity (SPRE) Standards, as Submitted to the Office of Administrative Law and the United States Secretary of Education* (October 1994)

94-17 *Fiscal Profiles, 1994: The Fourth in a Series of Factbooks About the Financing of California Higher Education* (Ocober 1994)

94-18 *Proposed Construction of the Palmdale Center of the Antelope Valley Community College District: A Report to the Governor and Legislature in Response to a Request from the Board of Governors of the California Community Colleges* (October 1994)

1995

95-1 *A New State Policy on Community College Student Charges* (February 1995)

95-2 *The WICHE Compact: An Asssessment of California's Continued Membership in the Western Interstate Commission for Higher Education* (February 1995)